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8. Liberty Bonds: What and Why.
9. Thrift-Stamps and Savings-Certificates: What they are and Their Significance.
10. More Home-Produced Food, and Why.
11. The Hoover Food Pledge Campaign: 1. Its Purposes, 2. Its Success or Failure in My Neighborhood, and Why.
12. Economy in Wheat, Pork, and Sugar, and Why.
13. America—a Land of Scandalous Waste: Is It So?
14. The State Council of Defense: What it is and its Activities.
15. Our County Council of Defense: What it is and its Activities.
16. The Fuel Administrator: What and Why.
17. The Food Administrator: What and Why.
18. The Red Cross: (1) Brief History, (2) What it is doing today, (3) What it is doing in my neighborhood, (4) If nothing, why so?
19. The Army Y. M. C. A.: (1) The work it is doing and the need for it, (2) What it costs and the value of its work, (3) What the State has contributed, (4) What my county and neighborhood have given to it, (5) If nothing, why so?
20. How the United States is Paying for the War, and Where the Burden Lies.
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31. The Situation in Russia Today.
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35. The Problem of Ships.
36. The Organization of Industries.
37. War-Profits and Profiteers.
38. What the Farmers Can Do to Win the War.
39. What Women are Doing to Win the War: (1) in England, (2) in France, (3) in the United States, (4) in my neighborhood.
40. What I Can do to Win the War.

Every teacher ought to have the Literary Digest, Current Opinion, Current History, and the Saturday

Evening Post—these at the very least. With these and the current newspapers of the state and county they could be ready (1) for ten-minute talks to the school daily, (2) for Friday afternoon programs by the pupils—brief essays on the war, declamations from speeches by great men, recitations from patriotic poems and so on and on; (3) for topics and discussions in the monthly teachers' meetings, and (4) what is most important of all—for effective enlightenment of the people in general in occasional public gatherings. They know too little at present about the war, the greatest war of all time, and they must know more if America is to play her part worthily in winning the war, and in the days of peace that follow.

Every issue of the University News Letter is full of the war, and it goes free to anybody that writes for it. The University Extension Bureau has established a new War Information department. Write for what you need in such a program as we have suggested.—*The University News Letter*, Dec. 19, 1917.

KEEP THE SCHOOLS RUNNING

By N. W. WALKER

One of the unspeakable tragedies of the South following the Civil War was that a whole generation went without schooling. Such a tragedy must not and will not be reenacted now. But the schools are in danger, particularly the high schools—not in danger of being closed, but in danger of receiving a staggering blow from which they will not soon recover. Every type of educational institution must, of course, suffer. The colleges and universities are suffering and must continue to suffer from a loss of students mainly, and, to a lesser degree from a loss of a considerable part of their teaching force. The elementary schools will suffer in some measure from the latter cause but not at all from the former. The high schools are suffering from both causes, not so greatly as the colleges are from the loss of students but to a greater degree than any other type of school because of the irreparable inroads made upon their teaching force. Many of their best teachers are already gone and others are going—the young men to the colors, the young women to government work or to clerical positions in commerce and industry. Statistics are not yet available to show just what the losses are, even up to this time, either in the number of pupils and students or teaching force in the three classes of institutions mentioned; but it is certainly safe to say that no class of institution has had its teaching ranks so depleted as the high school. This is true in North Carolina, and it is doubtless true for the nation at large. Next year the situation will be

even worse. Something must be done and that speedily or else the present generation of high school pupils will not get the training necessary to fit them to play worthily the part they are destined to play in the reconstruction of the world after the thunders of the world-conflict have spent their force. Even now in the midst of the confusions that beset us, even in the face of sacrifices, heart-aches, and bloodshed, we must find a way to conserve our greatest resources which are now and always will be our human resources. But how are we to do it?

More money for the schools? Yes; for now the schools are brought into competition not only with commerce and industry but with the government itself. The school needs a \$1,200 teacher whom it has been getting for \$600. The government needs and must have an intelligent clerk, and it pays this same teacher \$1,000 or \$1,200, and she goes. She would be foolish not to. But even if the salaries were the same, still, at a time like this, thousands would leave the schools and go into government service purely for patriotic reasons. The government needs them and that is sufficient. But the government service does not need all the well-trained teachers, you say. No; but the well-trained teachers that are not called into government service must make a living, and the schools now are not offering them the opportunity to do this! But industry does now offer it, and thousands of those who do not go directly into the government service are going into other work that will pay them a living wage. The schools are unable to adjust themselves financially to the present crisis, but commerce and industry can do it, and they are doing it. Even before the purchasing power of the dollar was cut in half, teachers were miserably underpaid in comparison with persons of equal training in other callings, and the situation is worse now than ever. It is a losing game for the schools however you look at it. And a losing game for the schools today means a multiplied loss for the community, the State, the Nation tomorrow!

But given more money, how are the schools to meet the situation that confronts them, now that so many of their good teachers are gone and there is not even the usual supply of recruits? Where are the teachers of ability, training, and experience to come from? The answer is not easy; the solution to the problem is not yet clear. More money is absolutely necessary, and ways must be found to get it, and sooner or later will be found, but money is not the only requirement. It would seem now that one feasible way to meet the situation would be for each community to bring back into the service of the schools the married women whose

household duties would permit them to go back and perform this patriotic service in this hour of the Nation's peril. There are in every community married women who were once good teachers but who, on getting married, left the schoolroom. They can now—thousands of them—render the State and the Nation a greater service by going back to the schoolroom than they can render in any other way. Of course there are those who can not go back. Their home duties would prevent. But there are thousands who can. They are patriotic enough to do it. They would be happier in the service they could thus render, and the schools would gain immensely by their return. The elementary and secondary schools will certainly fare better in their hands than in the hands of poorly trained and inexperienced girls. And then, when the boys come back from the trenches, many of them to return to the school work, and the government positions, now multiplied because of the speeding-up of the war preparations, are reduced in number, the necessary readjustments could be made even in mid-year if need be without having to dislodge a host of poorly prepared school girls who, once in, would want to hold on even to the embarrassment of the schools.

Would it not be worth while for every school board in the State and Nation to find out at once how many well educated, experienced teachers now married are available for service in the home schools whenever they are needed? Since, in many quarters, there is a deep-seated prejudice against employing married women as teachers, and, in others, school board regulations against it, would it not be worth while for the U. S. Commissioner of Education, each State Superintendent of Public Instruction and each Governor to address a communication to the school boards encouraging the employment of married women as teachers whenever their services are needed? We believe here is an experiment that is worth trying.

FLAG NUMBER NATIONAL GEOGRAPHIC MAGAZINE

The National Geographic Magazine for October, 1917, should be placed in every high school library and reading room in the land. It is a "Flag Number," and the editor claims that it is the "most complete and authoritative work on flags ever published." In it there are 1197 flags in full colors and 300 additional illustrations in black and white. The price of this special number is 50 cents, and it is worth the price several times over. Address, *The National Geographic Magazine*, Hubbard Memorial Hall, Washington, D. C.